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Margin for Excellence and Opportunity: The Impact of Private Investment on Public Colleges and Universities.
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This statement calls attention to the importance of private investment in the nation's public colleges and universities. It was prepared by the Voluntary Support Committee of the National Association of State Universities and Land-Grant Colleges and is being distributed in cooperation with the American Association of State Colleges and Universities. These 2 associations together represent some 350 public institutions enrolling about one-half of all students in higher education today. The message, in short, is that public institutions need private support to maintain quality and opportunity. Private support can make possible: the provision of superior facilities; "venture capital" to initiate experimental projects for which it is difficult to obtain financial support; the braodening of educational opportunities; the support of areas for which tax funds may not be used or available. Examples of these uses of private funding are included. [Not available in hard copy due to marginal legibility of original document]. (JS)

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This statement has been prepared by the Voluntary Support Committee of the National Association of State Universities and Land-Grant Colleges to call attention to the importance of private investment in the nation's public colleges and universities. The statement is being distributed in cooperation with the American Association of State Colleges and Universities. These two Associations represent some 350 public institutions enrolling about half of all students in higher education today.

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Office of Institutional Research
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The OIR also has available copies of *Administration of Gifts and Grants*, a compilation of policy statements on how each of the nation's state universities and land-grant colleges handles private gifts.

Information about the special needs and contributions of predominantly Negro public colleges, the nation's major source of higher education for black Americans, is available from the Association's Office for Advancement of Public Negro Colleges, 805 Peachtree Street, N.E., Atlanta, Georgia 30308.

August 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HE 001 148

Margin for Excellence and Opportunity

. . . the impact of private investment on
public colleges and universities

- Scholarships and loans for needy students
- Named professorships to honor and retain top-flight faculty members
- A 40,000-square foot art museum
- A well-equipped medical center
- An adult education center
- A junior year abroad program

These are some of the things that make the difference between merely adequate and the truly great institutions of higher education. All have become realities at public universities through private investment. None could have been supported solely through tax funds. By making such programs and facilities possible, private funds offer public higher education opportunities for excellence otherwise unavailable. It is private investment that contributes to stronger teaching, research, and service programs, and, in turn, to a stronger society.

In these days of increased demands on government resources, private support is more critical than ever to public higher education. Financial pressures on state and federal governments make it increasingly difficult to secure support for even basic needs. At the same time, the demand for higher education services continues to grow. Vital expansion plans, financial aid to students, new teaching and research equipment, educational innovations, and cultural programs are increasingly endangered because sufficient funds are not available.

In short, public universities need private support to maintain quality and opportunity. To meet today's needs, the ordinary is not good enough. Only the highest possible level of excellence, as made possible by private support, will suffice. Private funds are public higher education's *margin for excellence.*

Legislators do not look with favor on the extras that will make the difference between adequacy and excellence. The public institutions, which wish to strive for exceptional performances are therefore forced to look to private sources for the funds needed to lift them above the commonplace or the mediocre. Those public institutions that have achieved greatness have done so with the help and encouragement of private resources and private leadership.

Howard R. Bowen, President
University of Iowa

WHY PRIVATE INVESTMENT?

Why must public colleges and universities, which receive income from tax funds, seek additional revenue from private sources? Why aren't tax support and student fees enough?

Through tax revenues, most states have built and maintained many classrooms, libraries, and laboratories. Faculty salaries have also been improved. Too often, however, tax funds are not sufficient to finance new and challenging courses of study, cultural programs, museum and library collections, continuing research, unusual equipment, student aid, specialized buildings, and other high priority needs.

Furthermore, tax funds, which must be budgeted far in advance, often fail to provide for unforeseen opportunities. Private funds, especially unrestricted gift dollars, have enabled public universities to take advantage of unexpected chances to acquire a rare book collection, to recruit a suddenly available expert, or to qualify for a matching grant. These ingredients for academic excellence frequently must come from private support.

In a public university, private investment by foundations, corporations, and individuals is a SUPPLEMENT to legislative funds, student fees, and federal grants. It is the VITAL INGREDIENT, making possible flexibility and the selective enrichment of a sound educational program.

Public institutions often find themselves pinched by the rigidities of an appropriated budget at the very time when a relatively small investment of "flexible" funds might be of great significance. Spectacular examples of this are usually found in the "hard" sciences, but the problem is universal. In recent years, the availability of federal funds has often been contingent on pilot project experience or capability for supplying matching amounts in order to attract a project. In either case, the institution which can seed a new program wih flexible funds has a great advantage.

Robben W. Fleming, President
University of Michigan

INVESTING IN PROGRESS

Considering the nation's growing dependence on public higher education, standards of excellence are critical. The strength of the nation has become entwined with the strength of its public colleges and universities.

By contributing to public higher education, private donors are investing in the progress of our entire society. They are supporting the development of manpower and knowledge that provide the basis for our nation's continued social and economic advancement.

Extending Opportunity

Today four-year public colleges and universities enroll *more than half* of all students in higher education. Including junior colleges, public institutions enroll nearly *three-fourths* of all students and continue to grow in response to demands of society.

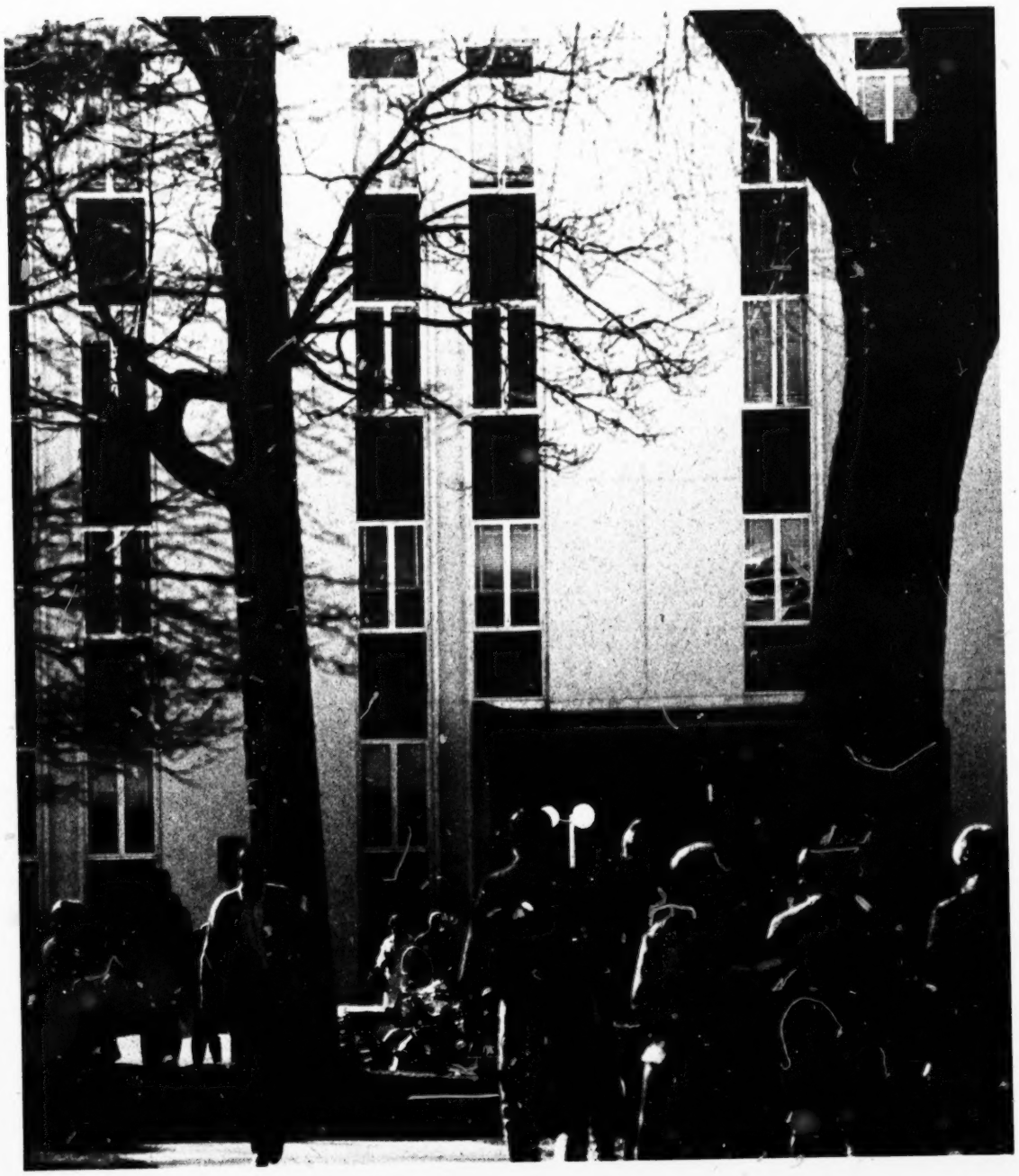
From their earliest days, public colleges and universities have placed top priority on making education available to all who could benefit from it. Moderate tuition and relatively liberal admission policies have enabled public institutions to keep the doors of higher education open.

Recent efforts to increase minority group enrollment are in the public college tradition of extending higher education to all qualified young people. The majority of all black Americans receiving a higher education today are enrolled in public colleges and universities. Thirty-four traditionally Negro public colleges have, for more than a century, been the main avenue to higher education for black people. These "opportunity colleges" today enroll about *one-third of all black students* in higher education and *two-thirds* of all students in traditionally Negro colleges.

Training Manpower

Given a chance to develop their talents, untold numbers of public college and university graduates have gone on to render invaluable service to their communities. The alumni of public institutions are the backbone of our society. They are teachers, civil servants, doctors, lawyers, businessmen, engineers, and scientists.

Within industry in particular, public university graduates represent an enormous manpower resource. As Kenneth Patrick and Richard Eels state in *Education and the Business Dollar*, a corporation "is likely to find, after it has inventoried its own work force, that it already employs more graduates of public institutions than of private institutions."



Producing Leaders

From the millions of students educated at public institutions have emerged many of our nation's major industrial, governmental, and intellectual leaders. For example, alumni studies by the National Association of State Universities and Land-Grant Colleges have found among the graduates of its 113-member institutions:

- More than half of all living American Nobel Prize Winners
- Nearly half of the members of the National Academy of Sciences
- A majority of the nation's governors, Senators, and Congressmen

Public Universities award more than half of the nation's Ph.D.'s in these critical fields:

- Agriculture
- Biological Sciences
- Business and Commerce
- Education
- Engineering
- Fine and Applied Arts
- Forestry
- Geography
- Home Economics
- Math and Statistics
- Physical Sciences
- Psychology

- Presidents or chairmen of more than half of the nation's 500 largest corporations
- More than forty percent of civilian federal executives
- Many outstanding labor leaders

In addition, uncounted alumni with advanced degrees are making significant contributions at the frontiers of their fields. Fewer than 100 public universities award more than 60 percent of the nation's Ph.D.'s.

Promoting Research

Public universities spend more than $1.6 billion annually on research in all fields of knowledge—or about half of all American university research funds. From their laboratories have come such wide-ranging advances as:

- key contributions to the nation's space and oceanography programs
- streptomycin
- the isolation of helium
- the first development of hybrid corn
- the isolation of the first enzyme
- the television tube
- the teaching machine
- the first modern photoelectric cell
- deciphering the genetic code
- anti-coagulants

Such research has paid handsome dividends far exceeding the nation's total investment in all public institutions.

Those of us who are businessmen are inescapably involved in the problem of finding ways to pay the price of excellence in education. . . . Industry, of necessity, is just as much concerned with the quantity and quality of education as it is with the quantity and quality of steel or petroleum available for its use. In a very real sense the educational system of America is industry's most important supplier.

Lynn A. Townsend
Chairman of The Board
Chrysler Corporation

Sharing Know-How

At public institutions, service is a third crucial function, along with teaching and research. Public colleges and universities are eager to make their specialized knowledge and resources available to individuals, corporations, and government agencies. Their experts tackle problems ranging from ghetto race relations to overseas crop improvements. They willingly share new ideas and technical know-how.

Some 350 four-year public colleges and universities employ about 300,000 faculty and other professional staff members. Among them are half of the teaching members of the National Academy of Sciences and forty percent of all former Woodrow Wilson fellows teaching in the United States. These professors and their colleagues are making outstanding teaching and research contributions, both on and off campus, in a variety of fields. They are contributing to man's understanding of himself and his environment.

Experimenting with Innovation

Public colleges and universities are in the forefront of institutions trying to deal with the vexing educational questions of the day. They are experimenting with new methods of instruction and organization. Many of the pioneering "colleges within a college," for example, are located at state universities.

Public colleges and universities also are seeking ways to provide meaningful involvement for students and faculty in university policy-making. They have actively been working to improve student-faculty-administration communication and to break down barriers that may exist. Their students frequently serve on policy-making committees.

In sum, public higher education is quality education. Over the years, with adequate support, public colleges and universities have been able to make significant contributions to the nation. However, increased support is

needed if they are to maintain their momentum and to further develop their margin of excellence and opportunity.

THE GROWING FINANCIAL CHALLENGE

Private support will take on new importance in the 1970's for the welfare of higher education and our nation. In recent years, increased competition for state and federal funds, budget cutbacks, limits on student resources and inflation have eaten away at university support.

Student unrest and the campus disruptions have caused some to fear a backlash that might affect public and private support. Yet enlightened citizens, donors, and political leaders would agree with the former President of the University of Iowa, Howard R. Bowen, who warned business leaders not to "give in to the temptation to starve our colleges and universities at a time when they have never served you more effectively and when their services were never more needed." In the 1970's all of our colleges — public and private — will need and deserve a vastly increased amount of support from a variety of sources.

Both public and private institutions rely on a combination of income sources. They depend on increases from all of these sources to continue their service. Let us briefly examine the financing of higher education to see the real impact of private support.

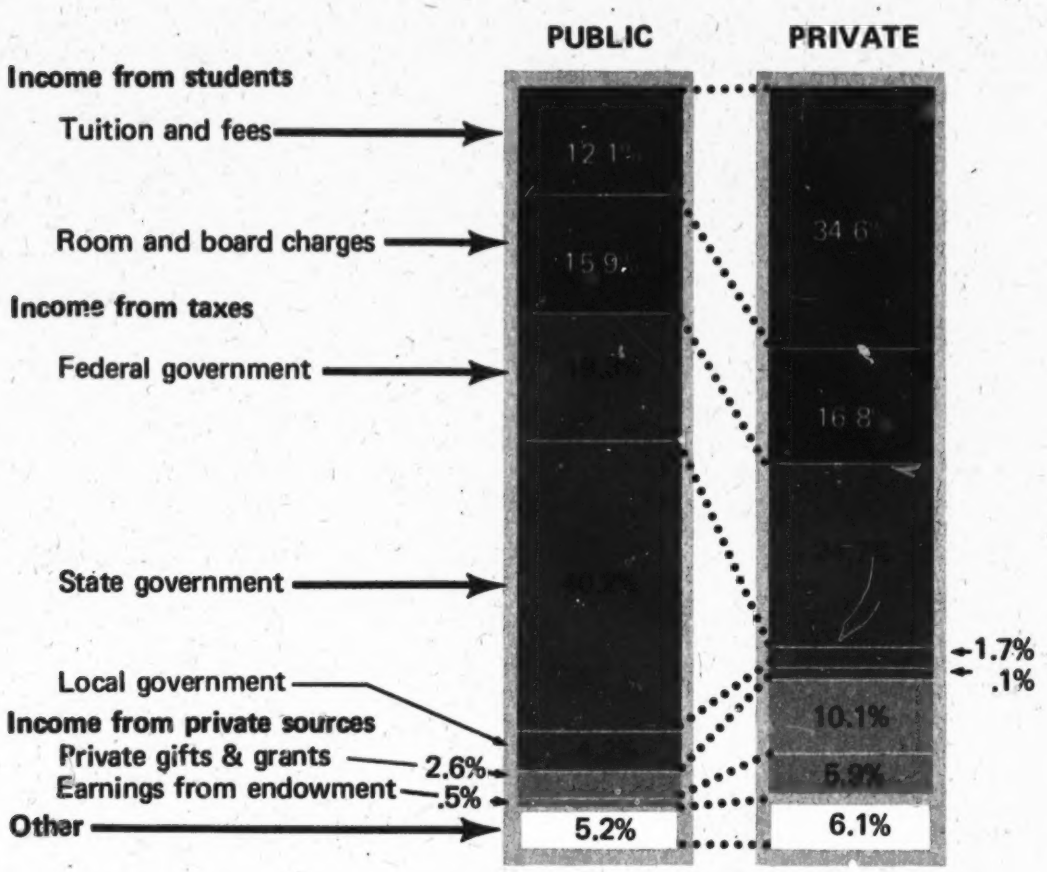
Tax Support

All our colleges and universities operate in the public interest. Consequently they enjoy substantial tax exemptions on property and operating funds, as well as tax deductibility status for gifts received. Nearly all participate in federal research programs or benefit from scholarships, fellowships, and many other programs using public funds. Thus, tax sources, direct or indirect, contribute substantially to the quality of both public and private institutions.

No one should be misled into thinking that the influx of federal funds to higher education means there is less of a role for private support. . . . It generally costs money to accept federal research funds, because government grants seldom meet all of the indirect costs involved as they may do in industry. . . . Private support is needed urgently to help universities accept federal funds without draining their own resources so much that the academic balance of the campuses is damaged.

John W. Oswald
Executive Vice President
University of California

CURRENT-FUND INCOME OF COLLEGES AND UNIVERSITIES

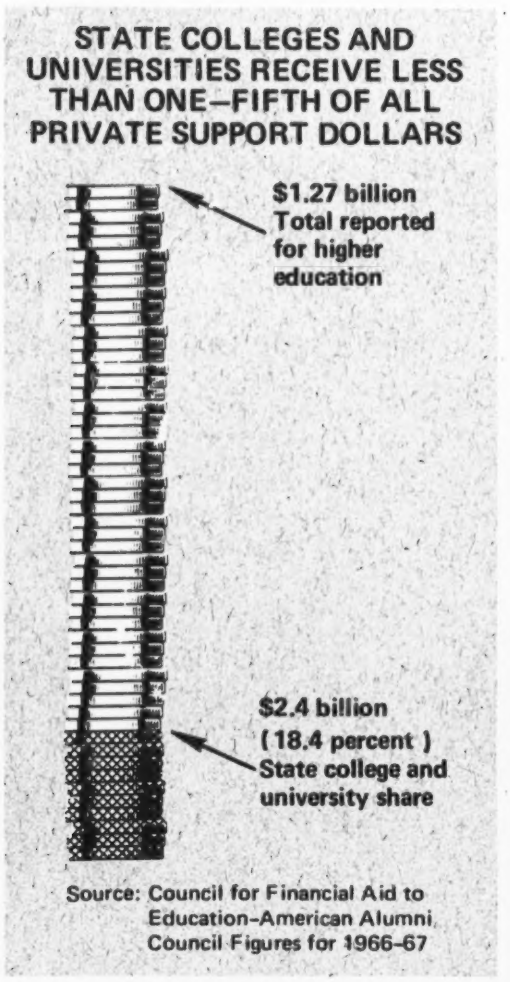


Source: U.S. Office of Education Figures for 1965-66

AT THE STATE LEVEL, public institutions are finding adequate support increasingly hard to obtain. Long the financial bulwark of public higher education, state tax dollars have become subject to new and urgent demands. As a result, although state tax support has been rising in total dollars, it has not been increasing as a percentage of total income for public institutions. Yet demands on public colleges and universities increase each year. While tax and appropriation policies vary from state to state, the national average for state support of public institutions is only 40.2 percent.

FEDERAL FUNDS to higher education are distributed almost equally between public and private institutions according to U.S. Office of Education data for 1966-67. In fact, federal funds now represent a significantly larger share of private college and university budgets than of public college and university income.

Matching funds required to qualify for many federal grants have increased the need for private investment at public and private institutions. Higher education has been hard hit in recent years when federal research, construction and student aid funds have been cut back because of the Viet Nam war expenditures. These cuts in federal


STATE COLLEGES AND UNIVERSITIES RECEIVE LESS THAN ONE–FIFTH OF ALL PRIVATE SUPPORT DOLLARS
$1.27 billion
Total reported for higher education
$2.4 billion
(18.4 percent)
State college and university share
Source: Council for Financial Aid to Education–American Alumni Council Figures for 1966–67

support have increased the need for private investment at public and private institutions.

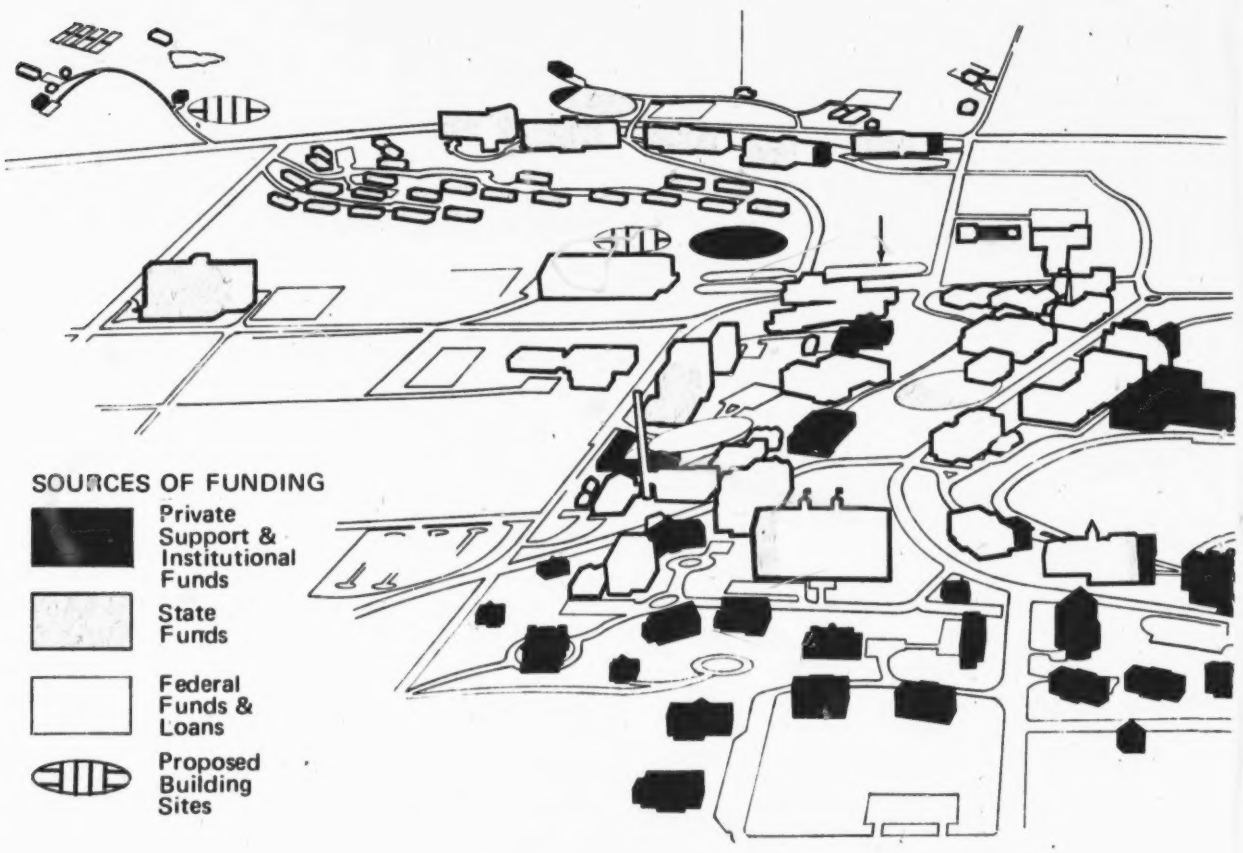
Student Payments

American college students pay higher tuition and a greater share of the cost of their education than students in any other nation. Yet, there is constant pressure, particularly on public institutions, to raise student charges even though every increase in tuition, room, and board drives some worthy and able students out of the college market.

Despite the necessity for these increases, public institutions are trying to keep charges as low as possible. They constantly see evidence of the hardship caused by higher fees. Moreover, they understand how advancing charges can deprive the nation of many talented graduates — graduates who in their lifetime will more than repay the relatively low cost of a public higher education through increased taxes and voluntary gifts.

Private Investment

With these limits on traditional sources of financing, private funds



represent one of the best potential sources of support for higher education. While private support has been increasing in recent years, it has not come close to reaching its potential.

Although, under current tax laws, corporations can deduct 5 percent of their taxable income for charitable contributions, they contribute only 1.1 percent. Individuals are entitled to a 30 percent deduction on adjusted gross income, but invest only 3.5 percent.

Furthermore, despite the benefits they receive from a strong system of higher education, almost 100 of the nation's 500 largest industrial corporations and hundreds of smaller companies have no significant financial aid programs to help our colleges and universities.

Among individuals, a majority of college alumni do not respond to solicitations from their alma maters.

Altogether, more than $50 billion could have been invested by corporations and individuals in non-profit agencies, including universities, each year. Instead only an estimated $15 billion is now being contributed annually.

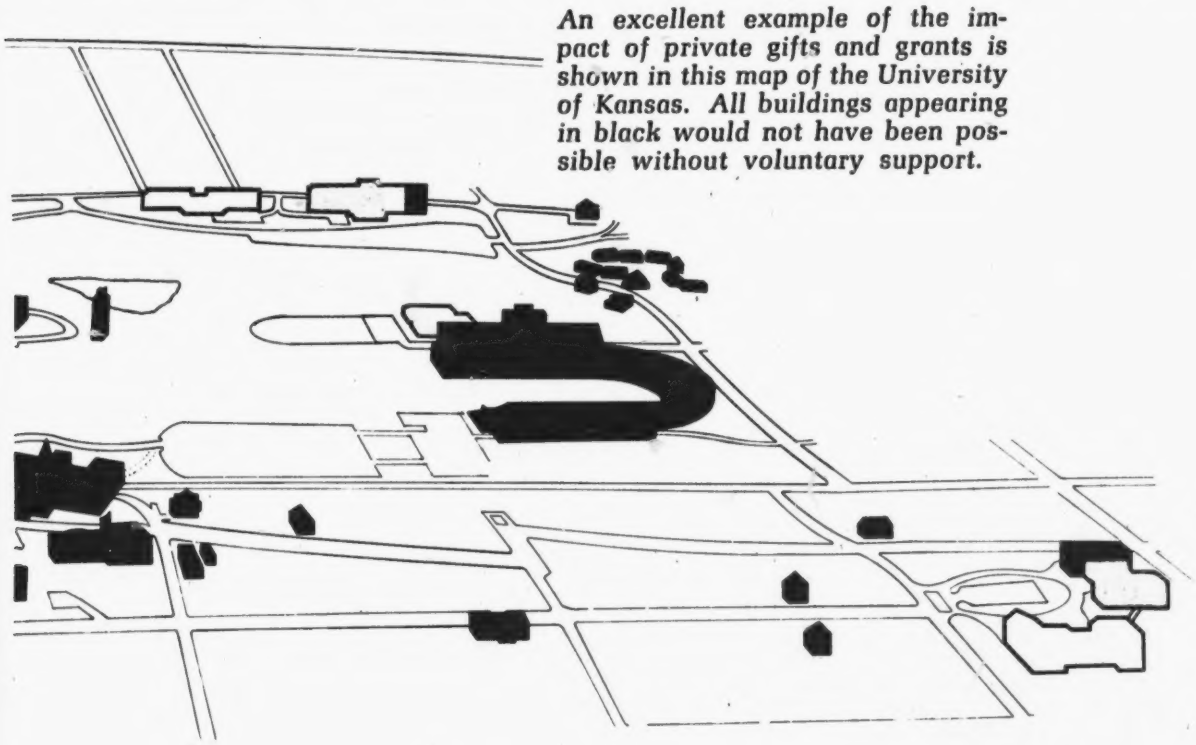
. . . and Public Institutions

Public colleges and universities in particular, in view of their services and contributions to society, have not been receiving a realistic share of private funds. Now that private institutions receive substantial aid from both federal and state governments, financial differences between public and private universities have become increasingly blurred. It is equally important for public institutions to participate fully in voluntary support programs and to use private investment to build their strength. Yet according to the Council for Financial Aid to Education, Inc., public colleges and universities have consistently received *less than one-fifth* of all private support dollars going to higher education.

. . . and Corporations

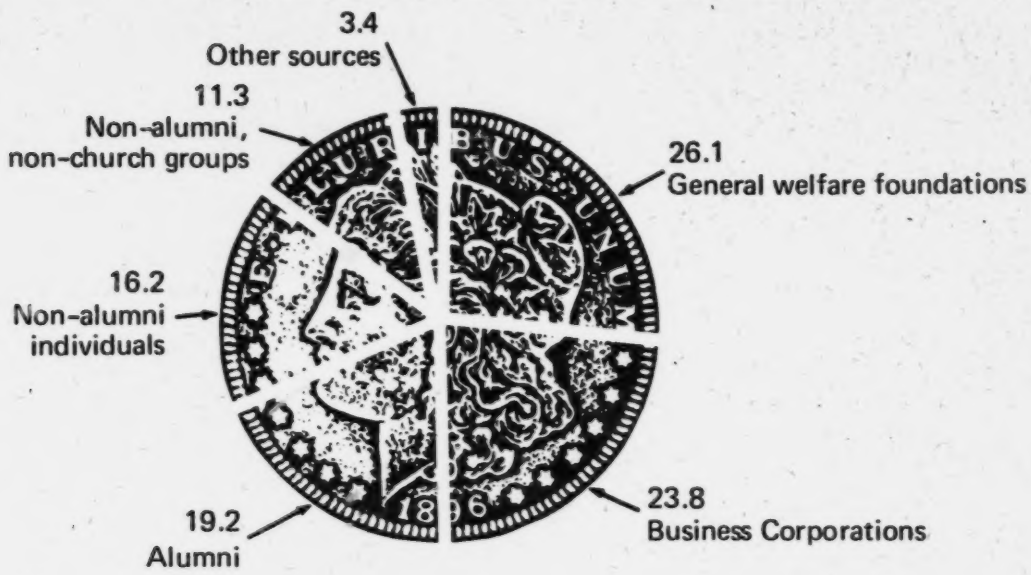
Although all donors — alumni, foundations, corporations, individuals, civic groups — must increase their contributions, there are special reasons for corporations to lead the way. The business sector most directly profits

IMPACT OF PRIVATE SUPPORT ON UNIVERSITY OF KANSAS

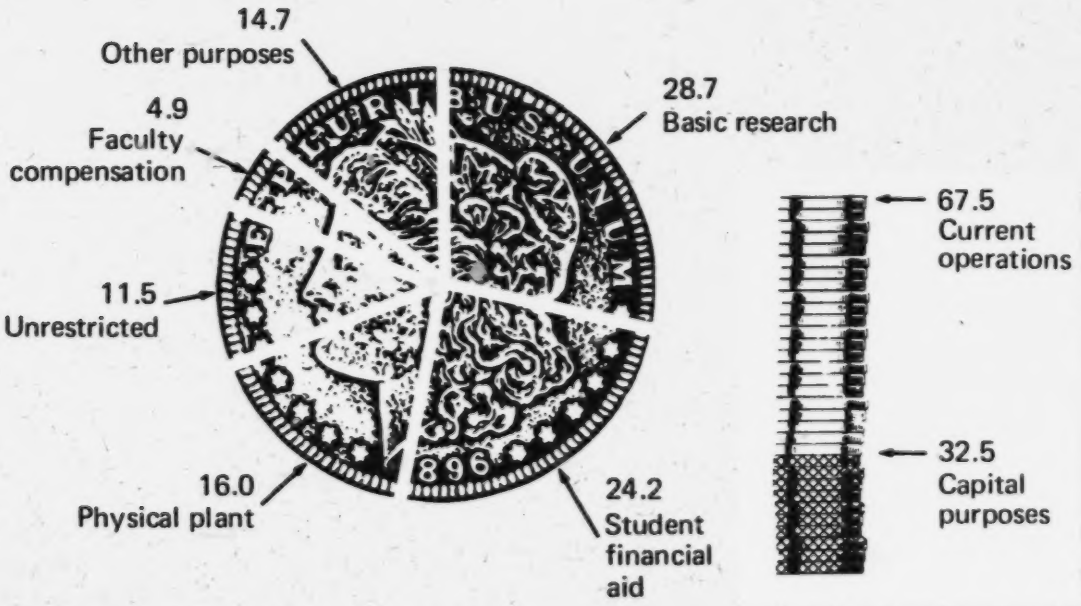


An excellent example of the impact of private gifts and grants is shown in this map of the University of Kansas. All buildings appearing in black would not have been possible without voluntary support.

WHERE THE STATE UNIVERSITY VOLUNTARY SUPPORT DOLLAR COMES FROM



WHERE THE STATE UNIVERSITY VOLUNTARY SUPPORT DOLLAR GOES



Source: Council for Financial Aid to Education–American Alumni Council Figures for 1966-67

from public university programs. Business and industry most frequently make use of research, consulting, manpower, advanced training, and cultural programs available through public higher education. It is, therefore, in the interest of corporations to invest in the survival and advancement of strong public colleges and universities.

Corporations sometimes feel they are contributing adequately to public higher education through state and local taxes. Recent studies, however, show the corporate share of these taxes actually reaching higher education is often quite low. *Corporate Tax Support of Public Institutions of Higher Education* by Dr. Robert Pitchell reports that major public universities receive only one to nine cents of the corporate state and local tax dollar for current-fund expenses and no more than two cents for plant fund additions. Other state colleges and universities generally get even less.

Public Negro colleges, for example, receive only about *one-quarter of one percent* of corporate state and local tax dollars for current funds and less than one tenth of one percent for plant funds, according to calculations based on the Pitchell study.

State and local tax dollars do not reach colleges and universities outside the state in which tax payments are made. Still, corporations located in one state benefit from strong colleges and universities in other states. A New York company may hire most of its new engineers from public universities in Illinois and Michigan. University research in Minnesota may help a Texas corporation increase its efficiency. An engineer working in Missouri may return to a Massachusetts university to update his job skills.

Corporate matching gift programs have been especially disappointing. With about 40 percent of known living college alumni and large numbers of graduates working in business and industry, public higher education receives *less than seven percent* of the corporate support going to these programs. Furthermore, a small but significant number of corporations still do not include public and private institutions on an equal basis in their matching gift programs.

Such discrimination is rapidly disappearing. As the Council for Financial Aid to Education has noted "the business community now draws little or no basic distinction in its educational investments, between public and private institutions."

Gifts have multiplied three-and-a-half times in the last 15 years, but they should be five times what they are. There is a special obligation and opportunity open to those hundreds of Americans who have built large new fortunes in the last generation—as well as to those who have had their money longer. Where are the modern Andrew Carnegies—the men who will do more than all their friends expect?

McGeorge Bundy, President
The Ford Foundation

Nowhere has business been less responsive in the past than to the needs of traditionally Negro public colleges. Since public institutions are *not included* in the United Negro College Fund, they have long been cut off from nearly all corporate and foundation support. Recent efforts have begun to make up for this neglect, and an Office for Advancement of Public Negro Colleges* is now operating under the auspices of the National Association of State Universities and Land-Grant Colleges.

*** Further information about public Negro colleges may be obtained from the Office for the Advancement of Public Negro Colleges, 805 Peachtree Street, N.E., Atlanta, Georgia 30308.**

Had the University of Kansas not received private support in the years past from alumni, friends, foundations, and corporations—many with matching grant programs—our present campus of nearly 800 acres would be less than 100 acres in size, our physical plant would consist of 35 fewer buildings than we have now, we would not have one of the finest museums of art in the Midwest, we could have no loan and scholarship program for worthy, needy students, we would have many thousand fewer volumes in our library. . . .

Irvin Youngberg, Executive Secretary
University of Kansas
Endowment Association

PRIVATE GIFTS MEAN . . .

The value of private support for public colleges and universities is evident in the impact made by private gifts:

. . . Top-flight Faculty Members

A $5,000,000 gift from the William R. Kenan, Jr., Charitable Trust of New York in 1966 established 25 new professorships at the University of North Carolina to attract and retain outstanding scholars and teachers. Over the years, the Kenan family has provided 68 professorships at Chapel Hill.

More than $3 million contributed over a ten-year period by some 1,000 Georgia business firms enabled both the University of Georgia and the Georgia Institute of Technology to attract and keep top-flight faculty by supplementing salaries.

. . . Better Education

With a $390,000 grant from the R. J. Reynolds Tobacco Company, Winston-Salem State University is offering scholarships to promising students, recruiting additional faculty members, and improving its total curriculum. This was one of the largest corporate gifts

ever made to a traditionally Negro college.

. . . Innovation

A grant of $288,000 from the Carnegie Corporation of New York supported a pilot program which resulted in a system of small college units for all freshmen and sophomores at the University of Kansas College of Liberal Arts and Sciences.

. . . Student Aid

$25,333 in alumni gifts enabled Georgia Institute of Technology to qualify for $288,000 in Federal student aid funds.

Private gifts helped 350 students finance their education at the University of Arkansas.

Mr. Clayton Arnold, a retired farmer and postman, has given to the University of Tennessee more than $500,000 to provide an endowment supporting scholarships for deserving students who are training to be teachers.

. . . Broader Educational Opportunity

A Ford Foundation grant enabled the University of Oregon to launch "Project 75," a program designed to increase minority group enrollment.

Citizens of the Stamford area raised $450,000 for the construction of a local branch of the University of Connecticut.

. . . Service to Industry

The General Motors Corporation, the Ford Motor Company, and the Automobile Manufacturers' Association have given the University of Michigan $10 million to establish and help operate a National Highway Safety Research Institute.

$30,000 from local companies helped launch the University of Minnesota's Technical Utilization Program, which brings the university's research activities to the attention of state businessmen who might benefit from them.

. . . Medical Advances

Contributions of several thousand dollars to the University of Wisconsin Medical Center by a patient's grateful father, the father's co-workers and company helped attract Federal support and led to the first successful transplant of human bone marrow.

More than $2 million in contributions from Mr. and Mrs. Jules C. Stein helped build and equip one of the world's most modern eye research centers at

the University of California at Los Angeles.

. . . Better Library Collections

The Veterans of Foreign Wars gave funds to help Auburn University improve its library collection on communism, leaving the book selection to the university.

As a businessman, I would regard financial support of colleges and universities as being not philanthropy or charitable giving, but as an investment, and a sound investment at that. Or call it enlightened self-interest, if you prefer. The fact is that business and industry have the most to gain from this. . . . Business and industry employ more of the alumni than do education and other professions combined. . . . It is to the colleges and universities that we turn for able people.

Donald S. Kennedy, Chairman
Oklahoma Gas & Electric Company

. . . Sophisticated Research Equipment

Biology students, faculty, alumni, foundations and corporations contributed $100,000 to equip an electron microscope laboratory at the University of Houston. With this precedent, a small group of companies banded together to provide $375,000 in matching funds with which to purchase a versatile and powerful hybrid analog computer.

. . . Physical Plant

More than 40 percent of all the buildings on the University of Michigan campus were provided with private gifts.

A gift of some 200 acres of land just north of the University of Delaware will permit the university to nearly double its present campus.

. . . Cultural Facilities

A bequest to Ohio State University from Ralph D. Mershon financed a cultural center where more than one million people have seen the world's leading artists, lecturers, and public figures.

Major gifts to the University of Illinois from Mr. and Mrs. Herman C. Krannert helped finance a $21 million Center for the Performing Arts, an Art Museum, and a subsequent addition to the museum. The Krannerts have also made substantial contributions to Indiana University and Purdue University.

. . . Recreational Facilities

Mr. and Mrs. A. C. Neilson, Sr., donated $2 million to the University of Wisconsin for an indoor tennis stadium "for which it was considered unlikely that the state legislature, facing countless demands for funds, could be persuaded to appropriate substantial sums."

. . . Art on the Campus

An anonymous $35,000 gift to San Fernando Valley State College served as prize money in an international contest that resulted in a George Rickey kinetic sculpture for the campus.

. . . Special Facilities

An alumnus gave Central Missouri State College an airport for use in its aerospace program.

$150,000 for a French House was given to Bowling Green State University for its French majors.

Gifts of $365,000 for a new infirmary at Middle Tennessee State University have come from faculty, staff, alumni, students, parents, business, contractors and building supply concerns in the area.

. . . 'Seed-Money' to Attract Federal Funds

Gifts totalling $375,000 enabled the University of Utah to attract a $1.2 million federal grant to build a new Health Sciences Library.

In short,
PRIVATE SUPPORT MEANS —

— superior facilities for the growing body of outstanding students and teachers who work and study at public institutions

— "venture capital" to initiate new and experimental teaching, research, and service projects for which it is difficult to obtain financial support

— the broadest possible educational opportunities enabling all talented youths to have the chance to contribute to society regardless of their social or economic background

— support in areas where tax funds may not be used or available

— diversity, richness, and quality in higher education — public and private

Private investments make possible the maintenance of excellence and the extension of educational opportunity in public higher education. As President Malcolm Moos of the University of Minnesota said:

"If you look in each of our 50 states, you will not find any truly great public university which has been financed entirely by state appropriations. Rather you will find that all public universities that we associate with excellence receive generous private support. There can be no doubt. This is where the margin between a good and a great institution lies. Legislators build basically sound public universities, but great public universities are built by private bequests, gifts and grants."

MEMBERS OF THE NATIONAL ASSOCIATION OF STATE UNIVERSITIES & LAND-GRANT COLLEGES

The National Association of State Universities and Land-Grant Colleges is composed of 113 major state universities and land-grant institutions located in all 50 states, Puerto Rico and the District of Columbia. In the membership are 13 major campuses of member multi-campus universities. Sixty-nine of the members are land-grant institutions and these are designated by an asterisk. NASULGC institutions enroll nearly 30 percent of all students in higher education in the nation and are the nation's major source of advanced and professional degrees and research activities.

ALABAMA
*Alabama A&M College
*Auburn University
University of Alabama
ALASKA
*University of Alaska
ARIZONA
Arizona State University
*University of Arizona
ARKANSAS
*Agricultural, Mechanical, & Normal College
*University of Arkansas
CALIFORNIA
*University of California
University of California at Berkeley
University of California at Davis
University of California at Los Angeles
COLORADO
*Colorado State University
University of Colorado
CONNECTICUT
*University of Connecticut
*Connecticut Agricultural Experiment Station
DELAWARE
*Delaware State College
*University of Delaware
DISTRICT OF COLUMBIA
*Federal City College
FLORIDA
*Florida A&M University
Florida State University
*University of Florida
GEORGIA
*Fort Valley State College
Georgia Institute of Technology
*University of Georgia
HAWAII
*University of Hawaii
IDAHO
*University of Idaho
ILLINOIS
Southern Illinois University
*University of Illinois
INDIANA
Indiana University
*Purdue University
IOWA
*Iowa State University
University of Iowa
KANSAS
*Kansas State University
University of Kansas
KENTUCKY
*Kentucky State College
*University of Kentucky
LOUISIANA
*Louisiana State University
*Southern University
MAINE
*University of Maine
University of Maine at Portland

MARYLAND
*Maryland State College
*University of Maryland

MASSACHUSETTS
*Massachusetts Institute of Technology
*University of Massachusetts

MICHIGAN
*Michigan State University
University of Michigan
Wayne State University

MINNESOTA
*University of Minnesota

MISSISSIPPI
*Alcorn A&M College
*Mississippi State University
University of Mississippi

MISSOURI
*Lincoln University
*University of Missouri

MONTANA
*Montana State University
University of Montana

NEBRASKA
*University of Nebraska

NEVADA
*University of Nevada
University of Nevada at Reno

NEW HAMPSHIRE
*University of New Hampshire

NEW JERSEY
*Rutgers, The State University of New Jersey

NEW MEXICO
*New Mexico State University
University of New Mexico

NEW YORK
City University of New York
*Cornell University
State University of New York
State University of New York at Albany
State University of New York at Binghamton
State University of New York at Buffalo
State University of New York at Stony Brook

NORTH CAROLINA
*North Carolina Agricultural and Technical State University
*North Carolina State University
University of North Carolina
University of North Carolina at Chapel Hill

NORTH DAKOTA
*North Dakota State University
University of North Dakota

OHIO
Kent State University
Miami University
*Ohio State University
Ohio University

OKLAHOMA
*Langston University
*Oklahoma State University
University of Oklahoma

OREGON
*Oregon State University
University of Oregon

PENNSYLVANIA
*Pennsylvania State University

PUERTO RICO
*University of Puerto Rico

RHODE ISLAND
*University of Rhode Island

SOUTH CAROLINA
*Clemson University
*South Carolina State College
University of South Carolina

SOUTH DAKOTA
*South Dakota State University
University of South Dakota

TENNESSEE
*Tennessee A&I State University
*University of Tennessee

TEXAS
*Prairie View A&M College
*Texas A&M University
Texas Southern University
Texas Technological College
University of Houston
University of Texas System
University of Texas at Austin

UTAH
*Utah State University
University of Utah

VERMONT
*University of Vermont

VIRGINIA
University of Virginia
*Virginia Polytechnic Institute
*Virginia State College

WASHINGTON
University of Washington
*Washington State University

WEST VIRGINIA
*West Virginia University

WISCONSIN
*The University of Wisconsin
University of Wisconsin at Madison

WYOMING
*University of Wyoming

*Land-Grant Institution